

**English for Islamic
&
Arabic students
Second Postgraduate
Students**

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Preface

Praise be to Allah & blessing & peace be upon his Apostle (PBUH).

I have the pleasure to introduce these topics which deal exactly with Islamic subjects, hoping that these items will deepen students interest to read more & ore about Islamic subjects in correct & sound way.

On the other hand, I wish that this course will improve the students ability in grasping English language & widen their scope of knowledge.

Besides, this course insures the importance of functional grammar rules which help the non-specialist students to form a good sentence.

Finally, I hope that this course may encourage our students to realize the importance of English language as a great value in their postgraduate studies career & obtaining better jobs. Allah is He who guides us on the right path & Praise be to Allah.

M. Gamal El. Din

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1- KNOWLEDGE IN ISLAM

In Islam education was a sacred aim many centuries before the west cared for it. Islam calls Moslems to acquire knowledge. This is clear in the Holy Koran and the prophet's Tradition. God puts the learnt people in a higher position. He says in the Koran.

"Allah will exalt those who believe among you and those who have knowledge to higher ranks."⁽¹⁾ (Sura 58-verse 11)
Allah also says; *الذين آمنوا و الذين آتوا العلم*

"Are those who have knowledge on equality with those who have no knowledge" ⁽²⁾ (sura 59- verse9) Besides, the first verses of the Koran revealed to the prophet Muhammad were about reading God says to him : "Read in the name of the lord, who creates, creates man from a clot. Read, and the lord is the most Generous, who teaches by the pen, teaches man which he knew not."⁽³⁾ (sura 96- verses 1-5).

The prophet Mohammad calls Moslems to acquire *طلب* knowledge. He says: *طلب العلم فرض على كل مسلم ومسلمة* "To acquire knowledge is a duty of every Moslem, male or female"⁽⁴⁾ "Seek knowledge . even you must go to China to get it" ⁽⁵⁾ *أطلبوا العلم ولو في الصين*. The prophet shows us the importance of the learnt people so he says: "The scholars are the inheritors of the prophets"⁽⁶⁾ "He who leaves his home to seek knowledge, walks in the path of Allah" ⁽⁷⁾ *ان الذي يطلب العلم ياتاه كحوق حرج في سبيل الله*.

Acquiring knowledge helps man to live in progress and welfare. Islam, therefore, calls for acquiring knowledge for the good of humanity. Islamic knowledge is closely linked with life.

من خرج في طلب العلم، فهو في سبيل الله حتى يرجع

In the great days of Islam the mosque was a place for both worship and education. There was no difference between religious and worldly knowledge. Moslem scholars were interested in both religion and secular sciences such as medicine, mathematics, physics, astronomy, chemistry and geography. So the foremost Moslems could achieve progress and build a strong and great Moslem nation.

The Moslems carried torches of knowledge and progress to many parts in Europe which was in its dark ages. Much of the knowledge, inventions and discoveries achieved by the Moslem knowledge and civilization were of the main bases on which the Renaissance in Europe was built.

Knowledge in Islam is a means to achieve noble aims to man's best benefit in the light of the teachings of the Holy Koran. This helps man to lead a happy and fruitful life.

Read the passage and then answer the following questions:

- 1 - When did the Moslems care for education?
- 2- What does Islam call Moslems to do?
- 3- Who were interested in knowledge first: the Moslems or the Europeans?.
- 4- What must Moslems acquire?
- 5- How does the Koran value the learnt people?
- 6- What are the first verses of the Koran about?
- 7- Is acquiring knowledge the duty of every Moslem?
- 8- What is the value of acquiring knowledge's?

- 9- Is Islamic knowledge closely linked with life or is it not?
- 10- Was there difference between religious and worldly knowledge in the great days of Islam?
11. What was the importance of the mosque in the great days of Islam?
- 12- What were the Moslem scholars interested in?
- 13- How could the Moslems achieve progress and power?
- 14- Who carried knowledge and progress to Europe?
- 15- What did the Moslems introduce into Europe?
- 16- What did the Moslems establish in Europe?
- 17- How was the European renaissance built?
- 18- What is the aim of knowledge in Islam?
- 19- Which religion calls for both religious and worldly knowledge?
- 20- How can man lead a happy and fruitful life?

Exercises

A) Re-write the following choosing the correct words in brackets:

1. Islam calls Moslems to acquire (pleasure, knowledge).
- 2- Islam puts the learnt people in a (higher, lower position.
- 3- Acquiring knowledge helps man to live in progress, weakness).
- 4- The Moslems carried to Europe (knowledge, ignorance, pleasure).
- 5- Knowledge in Islam is a means to achieve (personal gains, noble aims).
- 6- The Moslem scholars were interested in (religion, science, both religion and science).
7. In the light of the Koran man can lead a (fruitful, painful) life.
- 8- The mosque was a place for (worship and education, worsip, education).
9. The (Moslem, European people were the first who cared for education.
- 10-Man should acquire (secular, religious and secular, religious) knowledge.

B) Fill in each space with a suitable preposition from the list:

Into from, between, to, of, for, on, with, in , about.

- 1- The Moslems cared education before the west many centuries ago.
2. The Moslem scholars were interested..... Both religion and progress
- 3- Education is a sacred aim. Islam.
- 4- He introduced his friend His father, who cared him.
- 5- There was no difference religious and secular knowledge.
- 6- Islamic knowledge is closely linked our life.
- 7- The first verses of the Koran revealed The prophet were Reading
- 8- Acquiring knowledge is a duty Every Moslem.
- 9- The prophet calls acquiring knowledge for the good Humanity.
- 10- Those who have knowledge are not .. an equality with those who have not because the learnt differ..... Them in having higher position.

C) Make sentences from "A" and "B":

A	B
1 - Knowledge in Islam is means	Build the European renaissance.
2- The Moslems established research	The value of learnt people.
3- Islam calls Moslems to acquire	To achieve noble aims.
4. Islamic knowledge is closely	To live in progress and power.
5- Moslem civilization helped to	Interested in religion and science.
6- The Moslems carried torches of	Linked with our life.
7- Acquiring knowledge helps man.	Knowledge and progress to Europe
8- The Koran and Tradition show us.	Centres in Europe.
9. The Moslem scholars were	Knowledge for the good of humanity
10. There was no difference between.	Religious and secular knowledge.

D) Correct the words in brackets:

- 1 - Islam (call) Moslems to acquire (know) for the good of (human).

- 2- The first verses of the Koran (reveal) to the prophet Mohammad (be) about (read).
- 3- The foremost Moslems (enjoy) progress while Europe (live) in its dark ages. The Moslems (carry) to the Europeans progress and (powerful).
- 4- The Mosque (be) a place for worship and educate).
- 5- Now most Moslems (not lead) a happy (live) because they acquire only (world) knowledge.
- 6- There was no (different) between (religion) and secular knowledge.
- 7- The scholars (be) the inherit) of the prophets.
- 8- Education was a sacred law many century) before the west (care) for it.
9. A Moslem (acquire) knowledge in the light of the (teach) of the Koran.
- 10- The Moslem scientists (make) many (discovery) and (invent) in the past.

E) Complete the following:

- 1- Islam calls Moslems to acquire
- 2- Acquiring knowledge helps man to live in
- 3- Islamic knowledge is closely linked
- 4- Much knowledge was introduced into Europe by
- 3- Knowledge was introduced into Europe by
- 6- The mosque was a place for both
7. The first verses of the Koran were about
- 8- Moslem scholars carried torches of and to
- 9- in Europe the Moslems established
- 10- Knowledge in (slain helps man to

F) Re-arrange the following words to make sentences:

- 1 - Puts, higher, a, God, position, in , learnt, the.
- 2- Aim , Islam, in, a, is, education, sacred.
- 3- Man, knowledge, helps, acquiring, in , live , and , progress, welfare, to.
- 4-To, calls, acquire, Moslems, Islam, knowledge?
5. And, mosque, a, the, for, place, was, worship, education,
- 6- Is , in , knowledge, Islam, means, a , aims, to , noble, achieve.
- 7- Foremost, the , Moslems, build, could , nation, a , Moslem, strong.
- 8-Us, the , calls. Prophet, acquire, to knowledge.
- 9-The, scholars, prophets, are, of, inheritors, the
- 10-Knowledge, Islamic, closely, is , with , linked, life.

G) Give the noun derived from each of the following:

Know, educate, acquire, clear, believe, equal, reveal, read, create, teach, important, inherit, human, live, different, religious, worldly, scientific, medical, interested, achieve, strong, great, national, invent, discover, introduce, establish, central, civilize, lead, happy.

II) Change the following sentences into passive:

- 1- Islam calls Moslems to acquire knowledge.
- 2- God puts the learnt in a higher position.
- 3- The prophet showed us the importance of knowledge.
- 4- Acquiring knowledge has helped man to live in progress.
- 5- The foremost Moslems were carrying torches of knowledge and progress.
- 6- Moslem scholars had studied both religion and science.
- 7- Moslems should acquire much knowledge.
- 8- Allah ordered the prophet Mohammad to read.
- 9- The foremost Moslems could build a strong Moslem nation.
- 10- Moslems cared for education before the West.

I) Do as shown in brackets:

- 1 - Islam calls Moslems to acquire knowledge (Ask a question).
- 2- The Moslems carried knowledge to many parts in Europe.
(Ask a question).
3. Acquiring knowledge helps man to waste his time (Change into negative).
- 4- Moslems were interested in both useless and bad knowledge
(Change into negative).

- 5- A Moslem established a university and a research Centre; and introduced his discovery, invention and knowledge into Europe. (Re-write beginning with; Moslems).
- 6- Religions call men to be interested in noble aims in their lives (re-write beginning with : Religion).
- 7- Knowledge gives people help to achieve progress (Change into passive)
8. Much of the knowledge and progress was introduced into Europe by the Moslems (Change into active voice).
- 9- The Koran puts the learnt people in (Complete).
- 10- Moslem scholars were not only interested in religion (complete).

J) Make sentences using the following guiding words:

- 1- Islam, education, sacred, aim.
- 2- Calls, Moslems, acquire, knowledge,
- 3- God, put, Learnt, in, higher, position.
- 4- Knowledge, help live, progress, welfare.
- 5- Islamic, closely, linked, life,
- 6- There, no, differences, religious, worldly, knowledge.
- 7- Moslems, carried. Torches, knowledge, progress Europe.
- 8- Knowledge, Islam, achieve, noble.
- 9- Moslem, scholars, interested, religions, secular, sciences.
- 10- Islam, acquiring, for, good, humanity.

K) Translate into Arabic:

Islam calls for acquiring knowledge for the good of humanity therefore Islamic knowledge is closely linked with life in the great days of Islam the mosque was a place for both worship and education. There was no difference between religious and worldly knowledge. Moslem scholars were very interested in both religion and secular sciences, such as medicine, mathematics, physics, astronomy and geography. So the Moslems could achieve both power and progress and build a strong and great Moslem nation.

Knowledge in Islam is a means to achieve noble aims to man's best benefit in the light of the teachings of the Holy Koran.

3- THE IMPORTANCE OF TIME

The Ever-Glorious Qur'an and Sunnah both emphasize the importance of time in the life of a Muslim. Allah, the Almighty, swears in the beginning of many Chapters(i.e.Surahs) by time or moments in time.

When Allah, the Almighty, swears by something of His creation, it directs our attention to the benefit of that thing. The Prophet (May the blessings and prayers of Allah be upon him), further emphasized the value of time in many authentic Hadiths.

Youth is considered the peak stage in human life, because young people have the capacity and energy ~~to~~ accomplish many good deeds, but when they get older, they cannot do as much. These are stages of development as mentioned in the Quran;

Our lives are judged according to what we did, not according to how many years we lived. We know that life is very short, and at the end of it comes death. We do ~~not~~ know when we are going to die, so we have to make sure that we do many good deeds before we pass into the next life and we are unable to return ~~to~~ repent from our bad deeds, or do more good deeds. Time passes very quickly.

Time is very precious and if it passes, you cannot make use of it again. If ~~yesterday~~ passed without the performance of good deeds, then it is gone; you cannot reclaim any benefit from yesterday's time. *yes*

Try to make a short revision at the end of each day about what you did during that day. Ask yourself: What did I do today? What did I do that was bad today? Make repentance for the bad things that you have done and said, sincerely determining not to repeat such things. With the good, determine to do it again, do it ~~more~~ more often and do it in a better way.

So we must organize our time wisely, being very careful about what we use it for. We must treat the free time that we have, in which we could do good deeds as a precious resource, guarding it against waste or misuse.

Questions:

A) Text - Related Questions:

- 1- How does the Qur'an show the importance of time?
- 2- Why is youth considered the peak stage in human life?
- 3- Or what criteria will our lives be judged?
- 4- Life is too short, how can we exploit it to the maximum?
- 5- Why should one make repentance?

B) Decide whether the following statements are true or false and correct if they are false:

- 1- There are stages of development in human life mentioned in the Ever Glorious Qur'an
- 2- One should make repentance for the bad and good things.
- 3- We must treat the free time that we have as a precious resource.

C) Complete the following sentences using the words below.

ONE WEEK - ONE YEAR - ONE HOUR - ONE MONTH -
ONE MINUTE. ONE MILLISECOND - ONE SECOND

To realize the value of....., ask a student who failed a grade.

To realize the value of....., ask a mother who gave birth to a premature baby.

To realize the value of....., ask the editor of a weekly newspaper.

To realize the value of , ask the lovers who are waiting to meet.

To realize the value of....., ask a person who missed the train.

To realize the value of....., ask a person who just avoided an accident.

To realize the value of....., ask the person who won a silver medal in the Olympics.

Today is a gift. That's why it's called the present.

D) Language Skills and Grammar:

- 1- Look up the following words in the dictionary and use them in sentences of your own.

Repentance-precious - authentic - waste

- 2- Refer back to the text and find the right synonyms for the words that follow

Reserve - abuse - squander - act protect

- 3- Give the adverbs for the following adjectives

Good - precious - dead - quick - sincere

E) Translation:

- Translate the following into Arabic:

Try to make a short revision at the end of each day about what you did during that day. Ask yourself: What did I do today? What did I do that was bad today? Make repentance for the dreadful things that you have done and said, truthfully determining not to do again such things. With the good, determine to do it again, do it more often and do it in a better way.

- Translate the following into English:

التوبة . العمل الصالح - العسل غير الصالح

4- GOOD MANNERS

Good manners, respecting others, and ensuring their rights result in friendly bonds between people, and removes dislike and grudges from their hearts. In this way the hearts become pure, sympathetic, and kind; so feelings of love and brotherhood prevail.

Good moral conduct is the path to knowledge:

We are so much in need today for knowledge that leads us towards the progress, glory, and dignity that we have lacked for a long time. A student of knowledge - any type of knowledge cannot obtain it without acquiring good manners first. Should a person obtain some knowledge without obtaining good manners? it shall have negative consequences on him in this life and in the Hereafter, because he risks being a bad scholar

Good manners are a necessity :

Good manners are necessary for every Muslim with Allah, the Almighty. When there is interaction between a Muslim and another person, each one should fulfill the criterion of rights and obligations, and it is necessary to understand the principles needed for interacting with others. This is what is meant (here) by good manners. This can only be gained through acquiring knowledge. Some would say good manners are a kind of etiquette; but in reality they are a Sharee'ah (Islamic legislation) and religion and a way by which to draw nearer to Allah, the Almighty: and they are subject to the five basic Sharee'ah

rulings. Good manners are an obligation upon every Muslim to seek and to abide by (in everyday life).

We require good manners so that a youth respects his elders, a student respects as teacher, a teacher respects his students, offspring respect their parents, a wife. respects her husband,

Parents should teach their children basic manners, so that they become an Essential part of their lives and they can easily acquire them as they grow up. Should teaching a young child good manners be ignored it is very difficult to achieve that after he has grown up. The manners required for a person when he is grown is to supplement what was missed, and this is what is required, because it is necessary for the reformation of the soul •

Questions:

A) Text - Related Questions:

1. Name some good manners.
2. How do good manners affect the society?
3. What should happen when a person obtains some knowledge without obtaining good manners?
4. What do we mean when we say good manners are a Sharee'ah (Islamic legislation)?
5. Give some examples of good manners.
6. What is parents' responsibility towards their children?

B-Decide whether the following statements are true or false and correct if they are false.

1. Good manners are only a kind of etiquette
2. Each one should fulfill the criterion of rights and obligations
3. Should teaching a young child good manners be ignored, it is easy to do that later
4. Good manners are an obligation upon every Muslim to abide by.

C-Complete the following sentences using the words below.

(respected - hearts - Politeness - perfectionism - Sorry - less - borrowed)

Good manners start by showing courtesy and towards others: We should listen more and speak..... We should be soft while talking to others. We should try to keep calm and never lose our temper. Good manners also include

kindness and respect towards our teachers, elders, woman and children.

Good manners cost nothing much but win many.....
Good manners cannot be -- from someone but one has to cultivate them with time. It's a key towards..... A person who has good manners is always loved & by all People are judged by their good behavior. The words "please", "Thank you", "Sir", "Dear" "Madam", &"....." cost nothing but can be used to please others.

D-Language Skills and Grammar:

1- Refer back to the text and find the right synonyms for the words that follow:

conduct - improvement - outcomes -- standard - restoration

2- Give the noun for the following adjectives

Sympathetic. – pure - necessary - obligatory. righteous

3- Give the verbs for the following adjectives

Write the antonyms for the following words.

Bad - Sound-right-respect - dislike.

E-Translation

1-Translate the following into Arabic:

Some would say good manners are a kind of etiquette; but in reality they are a ^{AS}Sharee'ah (Islamic legislation) and religion and a way by which to draw nearer to Allaah The Exalted; and they are subject to the five basic Sharee'ah rulings. Good manners are an obligation upon every Muslim to seek and to abide by (un everyday life). Good manners constitute the following five basic Sharee'ah rulings: that which is obligatory, forbidden; recommended, and that which is permissible, and that which is disliked.

2-Translate the following into English:

كرامة - تقوى - أخلاق حميدة

6-THE POSITION OF WOMAN IN ISLAM

It Has been a great fallacy that has spread recently in European societies, which implies injustice on the position of Woman in Islamic societies. But this is due to their ignorance of Islamic Shariea in both sources; the Quran and Sunnah. Both have bestowed a good deal of honour and respect on the Muslim woman whether she is wife, mother, sister or daughter.

Islam has given woman equal rights spiritual or material given to man. Except for the law of inheritance, a Muslim woman has equal independence before or after marriage. She is free to choose the man who is going to be her husband and to keep her family surname. She has right in man's support and protection whoever he may be : father, brother or Hasband. She can keep her own wealth or any property for herself. She can also keep her own career even after marriage, so long as she can afford her family duties towards her children and husband.

Some people refer to the law of inheritance in Islam as unjust to woman as she is given half of man's share. But if we consider the great responsibility towards the other members of the family, we realize and understand the wisdom behind that law of inheritance in Islam . it is man's duty to spend all his money on the other members of the family and has to provide them suitable accommodation when necessary.

Some non-Islamic people think that marriage and divorce rules are unjust to a Muslim woman. But if they know that

Islamic laws and rules in the Quran and Sunnah have given woman a lot of privileges for her honour, respect and protection during and even after divorce, they would believe in the justice of Islam.

In modern Islamic societies a woman has full rights in the same way that man has. She has occupied also all important positions in the state. She has achieved success even in military and political posts.

Nowadays we find in Islamic world women professors in all branches of knowledge at various universities. She has become a lawyer, ambassadress, doctor, minister and business - woman. She has also been admitted to military and police academic services on equal foot with man. Islamic history mentions great women who shared man in all spheres of practical fields of life.

In Egypt the greatest Islamic institution, al - Azhar, has opened it's widest gates for woman to study, besides, religious subjects modern studies which qualify them to attain all kinds of posts in the state.

From all previous discussions we see that Islam gives to woman all human rights and personal independence.

Comprehension and Exercises

I-Give the Arabic meaning of:

Fallacy - imply - due to - ignorance - bestow - inheritance
- independence - surname - support -- career-borne - to provide
accommodation - divorce - ambassadress - achieved - to be
admitted to - academic – on equal foot with - practical institution
- qualify-attain.

II- Show the similarities and differences in each group :

- a- just - -justice – injustice.
- b- Ignore - ignorant - ignorance.
- c- Name -- nickname - surname.
- d- Responsible - responsibility – responsive.
- e- Inherit - inheritance - inherent.
- f- Accommodate - accommodating - accommodation - accommodations'.
- g. Dependent - depend - dependence - independent - independence.

III- Use each in a meaningful sentence:

To be due to - except for - to believe in - to be admitted to
- to qualify some one to - in all spheres of life.

- 1- What has spread out through European societies recently?
- 2- to what is this misunderstanding due?

IV- Answer the following questions:

- 1- What has been stated in the Quran and the Sunnah in favour of the Muslim woman?
- 2- Show by examples that the Muslim woman enjoys human rights according to Islamic Sharia.
- 3- Justify the inequality in Islamic Sharia in the law of inheritance.
- 4- In modern Islamic societies, a woman has got equal right as man has". Illustrate the above statement by giving examples.
- 5- What has Al Azhar done to prove that a Muslim woman has equal rights as a man?
6. Explain your view of the Muslim woman rights in the field of education.

V- Fill in spaces with words from the passage:

- a. the seeming injustice to a Muslim woman in Europe isto theirof Islamicstated in the Quran and Sunnah.
- b. The Quran and Sunnah have a good deal of Al up on a Muslim woman.
- c. Except for inheritance, a Muslim woman rights as
- d. A Muslim woman has the right to keep her Even after marriage so long as she can keep the duties her And children.
- e. According to the law of a woman is given Of man'sof inheritance.

- f. Man's duty towards the family is to spend all hison them to provide them with suitablewhen necessary.
- g. The Quran and Sunnah have given a lot offor woman'sand
- h. In modern Islamic societies woman has been given fullin the same way thathas.
- i. Nowadays we find womenin allof Knowledge at, universities.
- j. In Egypt Al Azhar has opened its widestfor woman to modern subjects whichthem to attain all kinds ofin the state.

VI- Translated into Arabic the paragraphs beginning with:

- a- "In modern Islamic societies.....
- b- In Egypt, the greatest Islamic

7- THE HUSBAND - WIFE RELATIONSHIP

Piety is the basis of mate selection, and the earnest satisfaction of the conditions of marriage is an ultimate desire.

The parties should, therefore, be on the way to a happy and fulfilling married life. However, Islam goes much further than this in setting the course of behaviour for husbands and wives.

Many are the statements of the Qur'an and the Sunnah that prescribe Kindness, compassion and love, sympathy, consideration, patience and god's will. The prophet goes as far as to say that the best Muslim is one who is best to his family, and the greatest, most blessed joy in life is a good, righteous wife.

The consummation of marriage creates new roles for the parties concerned. Each role is a set of equitable rights and obligations. The role of the husband goes around the moral principle that it is his duty of God to treat his wife with kindness, honour, and patience; to keep her honourably or free her from the marital bond honorably, and to cause her no harm or grief. The role of the wife is to contribute to the success and blissfulness of the marriage. Women have rights even as they have duties, according to what is equitable, but men have a degree over them as they protect them and provide for them.

The wife's rights are at the same time the obligation of the Husband. They are translated into rules of behavior as follows:

- 1- The husband has to consort with his wife in an equitable and kind manner.

just & fair

- 2- He is responsible for the full maintenance of his wife, and he has to do this duty cheerfully and without reproach, injury, or condescendence.
3. The wife has the right to lodging, clothing, nourishing, and general care and well-being.
- 4- The wife's residence must be suitable so as to provide her with the reasonable level of privacy, comfort, and independence.
- 5- She must enjoy the welfare and the stability of the marriage.
- 6- The wife has the right to be clothed, fed and cared for by her husband in accordance with his means and her style of life. These rights are to be exercised without extravagance or miserliness.
- 7- She must be treated with equity, respect and consideration.
- 8- She is not to be shown any aversion by her husband or subject to suspense and uncertainty.
- 9- If the husband has no love or sympathy for his wife, she has the right to demand freedom from the marital bond, and no one may stand in the way to a new life.

The wife's obligations are the husband's rights; they are summarized in the following rules of behavior:

- 1- The wife must share in making the marriage successful and joyful.
2. She must be attentive to the comfort and the well being of her mate.

3. She may neither offend him nor hurt his feelings.
- 4- She must be faithful, trustworthy, and honest.
- 5- She must not deceive her husband or deliberately deprive him of legitimate progeny (Children). *offspring*
- 6- She must not allow any other person to have access to that which is completely the husband's right.
- 7- The husband possessions are her trust. She may not lend or dispose of any of his belongings without his permission, if she is allowed to use any part, she must do wisely and thriftily. *تدبير*
- 8- She must be intimate and make herself desirable, responsive, and cooperative. Simply, the Qur'an speaks of wife and husband as a comfort to each other. *مستور*

Piety - mate - earnest - compassion - sympathy - righteous
- moral - principle - obligation - contribute - blissful -
maintenance - consort - reproach - well being - nourishing -
residence - lodging - stability - privacy - extravagance miscrly-
offend - legitimate - progeny - entertain - desirable.

- pious - pety - impious - impiety.
- Sympathy - sympathetic - sympathize.
- Consider – considerate – consideration – considerable
- Consummale (v.adj) complete - consummation - perfect.

- Private - privacy.
- Extravagant - extravagance - miserly - miserliness - miser - misery - miserable.
- Stable - stability - stabilize -- instability.
- Offend - offence - offensive.

III- Use the following expressions in good sentences :

Provide for provide with - provide against - (be ready) - feel sympathy for - have sympathy with - in sympathy with (agreeing) - to take into consideration - in consideration of- of to consideration at all-I'll do it for a consideration (for a reward - payment).

IV - Answer the following:

- 1- What is the best basis of mate selection?
- 2- How does Islam go much further than this?
- 3- Who is the best Muslim?
- 4- What is the greatest joy in life?
- 5- What roles does the consummation of marriage create?
- 6- What is meant by, equitable rights and obligations?
- 7- How should a husband treat his wife?
- 8- What should he provide for her?
- 9- How can a wife make her marriage successful?
- 10- Give examples to show how a wife can be faithful honest, and trustworthy.

V- Choose the correct parts:

- a. (piety - impiety) is the best basis when one has to choose a mate.
- b. Piety fulfils (satisfaction - dissatisfaction) of the conditions of marriage.
- c. The rights and the obligations of each part are (equitable - inequitable).
- d. Both of the two mates have to contribute to the (success - failure) and the (bliss - misery) of the marriage.

- e. A wife should be treated with (respect - disrespect) and (consideration - carelessness).

IV- Complete the following sentences:

- a. Islam has set the course of behaviour for both the.....
b. It is the husband's duty to God to treat his wife with and
c. The wife's rights are at the same time the obligations of the
d. The husband should not cause anyor.....to his wife.
e. If the husband has o love or sympathy for his wife, she has the right to.....

VII- Translate into Arabic:

- Piety is the basis ofRighteous wife.

VIII-Write a short paragraph on each of the following:

- a- the ruler of Islamic behavior which husband and wives should follow:

VII- Translate into Arabic :

- pietyis the basis ofrighteous white.

VIII-write a short paragraph on each of the following:

- a- The rules of Islamic behavior which husband and wives should follow.

8 - IBN KHALDOUN

Muhammad Ibn Khaldoun Al-Hadrami Al- Ishbili was born in Tunis in 723/1332 and died in Cairo in 808 / 1406. He married the daughter of Muhammad Ibn Al-Hakim, commander of the Hafsid armies. Politics had played havoc with the fortunes of the Banu Khaldoun and other Andalusian expatriates in Tunis and, by the time Ibn Khaldoun was born, they no longer seemed to enjoy power, but still had wealth and status, and had recently started acquiring a taste for scholarship.,

However, by the time Ibn Khaldoun had started growing, the Black Death of 1347-48 had carried away his parents, many of his teachers, and a large proportion of the inhabitants of Tunis. And at a time of great political upheaval, Ibn Khaldoun served his political apprenticeship and continued his studies. The first public position that Ibn Khaldoun filled was under Hafsid regime as katib al'alama: he was in charge of writing the mark of royal ratification on official correspondence. It was a position that made him privy to secrets of state (for which his status prepared him), but one which he considered too lowly for a person of his background. He therefore made way westwards, and at royal invitation, to the court of Abu'Inan in Fez, where he stayed between 1354 and 1362.

His stay in Fez, a city in Maghreb, was very eventful. Abu 'Inan threw him into prison in early 1357, having suspected him of courtly treachery, and he was released only upon the king's

death 21 months later, Abu 'Inan's successor, Abu Salim, appointed Ibn Khaldoun to various senior positions, including supervision over civil law. However, when Abu Salim was killed Ibn Khaldoun had to leave Maghreb for Granada.

He was welcomed in Granada by the king, Muhammad and his powerful wazir Ibn Al-Khatib and was given sundry duties, including an embassy in Seville. However, Ibn Khaldoun had to leave Granada soon afterwards because of obscure disagreements with Ibn Al-Khatib.

Ibn Khaldioun unceasingly followed intellectual endeavours. When he was in an expedition in central Maghreb he retired to a Suti shrine and wrote his famous Muqaddima, which he completed in November 1377.

In Tunis he followed an educational programme, which included Arabic, the Koran, Tradition, poetry, and law. Much of his education seems to have been done privately. Some by his own father. In Fez, Ibn Khaldoun, was, taught logic, *usul al-fiqh*, theology, philosophy and the occult Sciences. He himself asserted that he was, engaged in scholarly activity even when he was Chamberlain of Bougie, where, he says, he received students every afternoon as well as delivering the Friday sermon every week.

After staying in Tunis for four years, Ibn Khaldoun had to use the excuse of pilgrimage to Mecca for obtaining royal permission to leave the country and he went eastwards to

Alexandria. His arrival in Alexandria coincided with festivities throughout Egypt on the occasion of the accession to the mamluk 'sultanate of Abu Sa'id Barquq. No sooner had he settled in Cairo than he started to teach at Al Azhar. He was soon surrounded by a big circle of followers and admirers, who were all among the great 'ulama' in Egypt. It was not long before he was appointed as grand judge. However, he was soon relieved, then was reappointed three times subsequently; he died soon after his fourth appointment to the post. When out of office, he was a ceaselessly active teacher of a variety of subjects from the Muqaddima to Arabic grammar, and he spent much time completing his main work, the universal history entitled *Kitab al-'Ibar wa divan al-mubtada' wal-khabar fi ayyam al-'Arab wal-'Ajam wal Barbar*, or, the Book of Exemplars and the Record of Narrative and its Principles concerning Arabs, Persians, and Berbers.

Throughout his eventful life, Ibn Khaldoun came into conflict with a variety of people. His activities among the Maghribi community produced situations of acute tension. He was very severe as a judge and this occasioned conflicts, clashes, intrigues, and dismissals. In general, he was not an altogether popular person in Cairo although some admit he was accused of much that was not true. However, on account of his great contribution to learning, especially in the field of sociology Ibn Khaldoun has few equals.

I. Answer the following questions:

1. Where was Ibn Khaldoun born? Where did he die?
2. Did Ibn Khaldoun's family enjoy power all the time? Why?
3. Did the political troubles during ibn Khaldoun's youth affect his studies?
4. What was Ibn Khaldoun's first position?
5. Why did Ibn Khaldoun turn westwards?
6. In what way was his stay in Fezeventful"?
7. Why did Ibn Khaldoun leave Granada?
8. What were Ibn Khaldoun's major studies?
9. What was the reason of the Alexandria festivities when Ibn Khaldoun first arrived there?
10. Mention some of his positions in Cairo.

II- State whether the following statements are True (T) or False (F);

1. Ibn Khaldoun's position as katib al-'alama made him know many secrets of the state.
2. Ibn Khaldoun's Muqaddima was written when he was in a sufi shrine in central Maghreb.
3. Al-Azhar refused to allow Ibn Khaldoun to teach in its premises.
4. He did not like the position of a grand judge, so he left it.
5. Though Ibn Khaldoun had many admirers in Egypt, he was also disliked by others who intrigued against him.

III- Vocabulary. Find in the text one word for each of the following definitions:

1. A person living outside his own country.
2. A great change, especially with much activity, confusion sometimes violence.
3. The scientific study of societies and human behaviour in groups.
4. Approving of a written agreement and making it official by signing it.

IV. Translation.

Translate the following into Arabic:

1. Politics played havoc with the fortunes of the Banu Khaldoun and other Andalusian expatriates.
2. At a time of great political upheaval, Ibn Khaldoun served his political apprenticeship and continued his studies.
3. Ibn Khaldoun unceasingly followed intellectual endeavours.
4. He was soon surrounded by a big circle of followers and admirers, who were all among the great 'ulama' in Egypt.
5. On account of his great contribution to learning, especially in the field of sociology, Ibn Khaldoun has few equals.

V. Composition.

Write a paragraph of about ten lines on the following subject :

Ibn Khaldoun's life and work,

LANGUAGE EXERCISES

Pronunciation Learning to pronounce the sound / ei / as in the words in the text:

taste - made - state - stay - late

Study those common words that have the sounds you are studying:

day. gay - play-way - wave - age - flame - chain -stain -
blamed claimed - named - fail - sail-tale - trade - cake - tape -
wait - paper

SENTENCE DRILL

Repeat each sentence three times

The papers are under the paper weight.

They hate plays.

They prayed for the safety of the plane.

Jane is afraid of the waves.

This is the name of the place where they stayed.

GRAMMAR Possessive Pronouns and Adjectives:


Study the following phrases from the text:

his teachers - his political apprenticeship - his background

(a) It's mine. "mine" is a possessive pronoun;

It is my pen. "my" is a possessive adjective

(a) and (b) have the same meaning; both show possession.



IMPROVE & PERFECT YOUR ENGLISH

THE COURSE CONTAINS:

- 1. GRAMMAR.**
- 2. LANGUAGE.**

Prepared by:

Mohammad Gamal El Din

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Subject:

1. The Tenses
2. Active & Passive Voice.
3. Negation.
4. Asking Questions.
5. Pronouns.
6. Clause of Condition.

THE TENSES

1. The Present Simple Tense

المضارع البسيط:

يتكون المضارع البسيط من المصدر بدون to. ويضاف للفعل s أو es إذا كان الفاعل مفردًا غائبًا أي عائدًا على He, She, It أو الأسماء التي تحمل محلها هذه الضمائر.

Adel (He) lives in Tanta.

أما الأفعال To Be, To Have, To Do فلها تصريف خاص.

To Be : I am. You are. He, She, It is.

We are. You are. They are.

To Have : I have. You have. He, She, It has.

We have. You have. They have.

To Do: I do. You do. He, She, It does.

We do. You do. They do.

ملاحظات:

(أ) الأفعال التي تنتهي بـ ss, ch, sh, o, x يضاف إليها es مع He, She, It.

go : goes

mix : mixes .

Pass : passes

wash : washes

(ب) الأفعال التي تنتهي بـ r بعد تضاف فيها إلى y إلى f ويضاف إليها es.

study : studies

carry : carries

استعماله:

١- يستعمل المضارع البسيط للتعبير عن حقيقة.

The earth is round.

٢- يستعمل أيضا للتعبير عن عادة أو أعمال يتكرر.

I get up at seven every morning.

They visit us every week.

٣- كما يستعمل لتقرير قوانين علمية.

Water freezes at : 0°C يتجمد

٤- يستعمل كذلك للتعبير عن القدرة.

Ahmed speaks two - foreign - languages - perfectly well.

٥- ويستعمل ايضا لوصف الأشخاص أو الأشياء.

The weather is fine today

٦- ويستعمل كذلك بعد الكلمات الآتية ليبدل على المستقبل:

When, till, until, if, unless

When he comes, I shall welcome him.

If you succeed this year, all the family will be happy.

ويستعمل المضارع البسيط عادة مع الكلمات الآتية:

Every, always, usually عادة , generally عام , often غالبًا ,
frequently مرارًا , sometimes, occasionally من آن لآخر , scarcely
(rarely) نادرًا never.

EXERCISE

Correct the verbs in brackets:

1. The sun (rise) in the east.
2. A cow (give) us milk.
3. She (visit) her uncle every week.
4. We sometimes (go) to the school library.
5. A horse (have) four legs.
6. They often (Spend) the summer at Alexandria.
7. When the sun (shine) we (feel) warm.
8. My elder brother (speak) French well.

9 I shall wait until he (come).

10. Your health will improve if you take) the medicine.

OBJECTIVE TEST

Choose the correct words from those between brackets :

1. The earth (go, goes) round the sun.

2. She always (has , have) a glass of milk before she (leaves leave) for school

3. Children (are, is, be) fond of sweets.

4. He will not leave his office until he (finish, finishes, will finish) his work.

5. They will get high marks if they (will study, studies, study) well.

2- The Past Simple, Tense

الماضي البسيط

تكوينه: يتكون الماضي البسيط من المصدر بدون to مضافا اليه d أو ed

move : moved wash : washed

وهناك أفعال شاذة تصرف تصريفا غاما ويجب حفظها من الجدول:

buy : bought speak : spoke

ملاحظات :

(أ) إذا كان الفعل ينتهي بحرف ساكن مسبقا بحرف متحرك (a, e, i, o, n)

يضاعف الحرف الساكن في الماضي.

travel : traveled stop : stopped

يشذ عن هذه القاعدة الكليات التي تنتهي ب lop

develop : developed.

ومثل هذه الكلمات التي يكون فيها المقطع الأخير غير مضبوط عليه في النطق.

open : openen.

(ب) إذا كان الفعل ينتهي بـ y مسبوقه بحرف ساكن نحول إلى i ويضاف إليها .ed

cry : cried study : studied

(ج) إذا كان الفعل ينتهي بـ y مسبوقه بحرف متحرك تبقى كما هي ويضاف إليها .ed

play : played stay : stayed

(ج) تصرف أفعال To Be, To Have, To Do في الماضي البسيط كالآتي:

To Be: I was. You were... He, She, It was

We were. You were. They were.

تستعمل had مع كل الضمائر : To Have

تستعمل did مع كل الضمائر : To Do

استعماله:

١- يستعمل الماضي البسيط للتعبير عن حدث وقع وانتهى في الماضي .

He visited Luxor last week.

٢- يستعمل أيضا للتعبير عن عادة في الماضي .

The Ancient Egyptians worshipped the sun.

٣- كما يستعمل مع to used للتعبير عن عادة كانت موجودة في الماضي وقد

انتهت الآن:

In the past, people used to travel on horseback.

٤- ويستعمل كذلك بعد wish ، يفترض suppose ليدل على أن الأمنية أو

الافتراض غير حقيقي.

I wish I were a millionaire.

Suppose you found a lot of money, what would you do?

ويستعمل الماضي البسيط عادة مع الكلمات الآتية:

في قديم الزمان Last, yesterday, ago, in the past, in ancient times
ذات مرة once

EXERCISE

Correct the verbs in brackets:

1. I (go) to the zoo a week ago.
2. Early man (have) advantages مزايا over animals.
3. The Ancient Egyptians (marry) their sisters.
4. He (visit) us yesterday and (stay) for lunch.
5. He (write) his composition yesterday and (make) many mistakes.
6. Last summer I (bathe) in the sea twice a day when I (be) at Alexandria.
7. When I (meet) him last night, I not(remember) his name.
8. He (be) a good football player once.
9. Suppose you, (have) an seroplane, what would you do with it?
10. He wishes that money (grow) on trees.

OBJECTIVE TEST

Choose the correct words from those between brackets:

1. They (have, had) plenty of time to get the work (do, did, done).
2. We go, gone, went)nut in the rain and(get, got) very wet yesterday
3. I wish I (am, were) a famous writer.
4. When I (be, was, were) young, I (go, went, had gone) to bed early.
5. Suppose I-(got, get) there late, what(will; would) happen?

3- The Future Simple Tense

المستقبل البسيط

تكوينه:

يتكون المستقبل البسيط من shall أو will مضافا إليهما المصدر بدون to،
تستعمل shall مع I, we أما will فتستعمل مع بقية الضمائر.

استعماله:

يستخدم المستقبل البسيط للتعبير عن حيث سيقع في المستقبل.

I shall go to the cinema tomorrow.

ويستخدم المستقبل البسيط عادة مع الكلمات الآتية:

next, tomorrow, in the future soon.

EXERCISE

Correct the verbs in brackets:

1. He (leave) for London tomorrow.
2. We (have) a holiday next week.
3. Tomorrow (get) up early and (walk) for an hour or two.
4. Why he (go) to the market tomorrow?
5. The grocer (sent) us the goods we (want) for the next week.
6. I (post) these letters tonight.
7. When he (come) I (be) glad to see him.
8. I stay at home till the rain (stop).
9. Where you (go) for your holidays this year?
10. If the train (stop) at Giza , I (get) out there.

OBJECTIVE-TEST

Choose the correct words from these between brackets:

1. He (shall, will) finish his work before he (goes, go).
2. I (shall, will) not write till I (will buy, shall buy, buy) a pen.
3. I hope I (pass, shall pass, will pass) the examination.
4. He promised that he (will, would) pay me tomorrow.
5. Next month I (am, will be, shall be) twenty.

4- The Present Continuous Tense

المضارع المستمر

تكوينه:

يتكون المضارع المستمر من فعل "to be" في المضارع أي am, is, are متبوعاً بالمصدر بدون to مضافاً إليه ing.

استعماله:

١- يستعمل المضارع المستمر للتعبير عن حدث يقع الآن أو في هذه اللحظة.

I am walling now.

٢- يستعمل ايضا للتعبير عن حدث سيقع في المستقبل - هذا الحدث قد تحدد أو وضع له الترتيب من قبل.

I am flying to London tomorrow.

٣- كما يستعمل للدلالة على المستقبل القريب وتستخدم لذلك going to.

I am going to read the story tonight.

٤- ويستعمل كذلك للدلالة على احداث تتكرر.

Ali is giving the teacher a lot of trouble.

٥- ويستعمل ابقا للتعبير عن حدثين مختلفين يعدنان معا في نفس اللحظة.

I am reading a new novel now, but my brother is playing football.

ويستعمل المضارع المستمر عادة مع الكلمات الآتية:

now, at this moment, at present.

كما يستعمل أيضا بعد الفعلين Listen, Look

Look! The children are playing.

Listen ! She is singing.

EXERCISE

Correct the verbs in brackets:

1. Now he (build) a villa at Zamalek.
2. My friend (tell) me in his letter that he (work) hard for his final examination.
3. The sun always (set) in the west. Look ! it (set) now.
4. I usually (drink) coffee in the afternoon, but I. (drink) - tea now.
5. This man speak) French well, but at this mowed he (speak) English.
6. What you do) now?
7. He (play) now because he (have) no work to do.
8. Look ! Smoke (come) out of that window. There (be) something on fire.
9. Listen! They (cry) for help.
10. Look! A man (ran) after toe trans. He (what) he each it.

OBJECTIVE TEST

Choose the correct words from those between brackets:

1. I (go, went, am going) to the cinema tonight.
2. Look! The boy (beat, is beating, beats) the donkey.
3. Your mother (wait, waits, is waiting, will wait) for you at this moment.
4. At the present moment all the pupils (are sitting, sit, will sit) quietly because their teacher (speaks, spoke, is speaking).
5. My brother (speak, speaks, spoke) four foreign languages. Now he (learn, learns, is learning) a fifth.

5. The Past Continuous Tense

الماضي المستمر

تكوينه:

يتكون الماضي المستمر من فعل "to be" في الماضي أي was, were متبوعاً بالمصدر بدون to مضافاً إليه ing.

استعماله:

١- يستعمل الماضي المستمر للتعبير عن حدث كان مستمراً في الماضي عند وقوع حدث آخر:

While I was playing tennis, I fell down.

٢- كما يستعمل للتعبير عن حدثين مختلفين كانا يحدثان في نفس الوقت.

While I was driving my car, my friend was sleeping.

ويستعمل الماضي المستمر عادة مع الكلمات الآتية:

while, as, when.

While (As) I was studying, I heard a cry.

The pupil was doing the exercise when the bell rang.

ملاحظات:

(أ) يأتي بعد *while, as* الماضي المستمر أما الفعل الرئيسي فيكون في الماضي البسيط.

(ب) يأتي بعد *when* الماضي البسيط أما الفعل الرئيسي فيكون في الماضي المستمر.

(ج) بعض الأفعال لا تستخدم في الأزمنة المستمرة . هذه الأفعال معظمها يعبر عن الحواس والشمور - وهي:

see, hear, feel, dislike, love, hate, fear; want, wish; desire, know, think, believe, hope, understand, notice, remember, forget, mean, care, smell, taste, seem, appear, consist, contain <have own, possess, belong.

This book is belonging to me. (wrong).

This book belongs to me. (right).

He was wishing to be a doctor. (wrong).

He wished to be a doctor. (right).

EXERCISE

Correct the verbs in brackets:

1. As I (work) a man (knock) at my door.
2. While my servant carry). my bag, he (drop) it and (hurt) his foot.
3. After stealing the money, the thief (jump) into a tram which (run) very quickly.
4. The drowning boy(cry for help while I(walk) by the river.
5. Last night somebody (shout) while I (study) my lessons.
6. The aero plane (fly) quickly when it suddenly (catch) fire.

7. The pupils (read) when the headmaster (enter) the class.
8. While the policeman (sleep) the prisoner (escape).
9. I (see) him as I (drive) to the station.
10. What you (do) last night when I (meet) you?

ACTIVE AND PASSIVE VOICE

المبني للمعلوم والمبني للمجهول

لتحويل الجملة إلى صيغة المبني للمجهول اتبع الخطوات الآتية:
 ١- اجعل المفعول للفعل للمبني للمعلوم فاعلاً.

٢- حول الفعل إلى مبني للتجهول وذلك باستعمال جزء من فعل "to be" في نفس زمن الفعل الأصلي واجعله يطابق الفاعل ثم أضف إليه التصريف الثالث للفعل.
 ويصرف فعل "to be" في الأزمنة المختلفة كالآتي :

am, is, are	المضارع البسيط
was, were	الماضي البسيط
shall be, will be	المستقبل البسيط
am, is, are being	المضارع المستمر
was, were being	الماضي المستمر
has, have been	المضارع التام
had been	الماضي التام

٢- اجمل الفاعل للفعل المبني للمعلوم مفعولاً مسبقاً بكلمة by:

1. The farmer grows cotton.
Cotton is grown by the farmer.
2. The teacher explains the lesson.
The lesson was explained by the teacher.
3. I shall buy a car.
A car will be bought by me.

4. The servant is washing the dishes.

The dishes are being washed by the servant.

5. The woman was cooking the food.

The food was being cooked by the woman.

6. I have - written a letter,

A letter has been written by me.

7. The soldiers had destroyed the camp.

The camp had been destroyed by the soldiers.

ملاحظات:

(أ) إذا كان للجملة مفعولين فإن كل منها يصلح لأن يكون فاعلاً وعلى ذلك يكون الجملة جوابين.

I gave the poor boy some money.

The poor boy was given some money by me.

Some money was given to the poor boy by me.

(ب) في حالة الأفعال الناقصة اضع كلمة he لها ثم التصريف الثالث للفعل:

You must read the book.

The book must be read by you.

(ج) عند تحويل has to, have to, had to إلى مبني للمجهول. اضع إليها أيضاً كلمة be ثم التصريف الثالث للفعل.

He has to study the lessons well.

The lessons have to be studied well by him.

(د) في حالة الجمل المنفية بـ does not, go not احذف does, do وضع , am is , are بدلاً منهما حسب الفاعل في الجملة المبني للمحمول متبوعة بكلمة not.

He does not understand German.

German is not understood by him.

(هـ) في حالة الجمل المنفية بـ did not احذف did وضع was, were بدلاً منها
حسب الفاعل في العملة المبنية للمجهول متبوعة بكلمة not.

She did not write the lesson.

The lesson was not written by her.

EXERCISE

Change Into Passive Voice:

1. The butcher all sells meat.
2. The hungry man ate all the food.
3. I shall toll the truth.
4. We must avoid نتجنب bad habits.
5. She could speak English and French.
6. The soldier is polishing يلمع the guns.
7. The girl was drawing a nice picture.
8. The cats have drink the milk.
9. They had won the match.
10. The gardener is cutting the grass.
11. The wind shook the branches of the tree,
12. We have not yet finished the exercise.
13. The boys do not understand the lesson.
14. The merchant will sell the goods tomorrow.
25. She had sent a letter to her brother last month.
16. He was playing tennis when he fell down.
17. My aunt has given me a gold ring.
18. Everybody desires happiness.
19. The guide will show us the way.

20. I am answering the questions now.
21. The girl could not hear the cound.
22. You may see a nice filet on the television.
- 23 Plants need sunlight and water.
24. Some scientists have examined blood.
25. The servant did not lock the door.
26. Careless pupils do not learn their lessons well.
27. The teacher will give good narks to the good pupils.
28. He has to pay the fine الغرامة.
29. I do not treat animals cruelly بقسوة.
30. They had to obey the orders.

NEGATION

النفى

لتحويل الجملة الى صيغة النفي اتبع الخطوات الاتية:

١- اذا كانت الجملة تحتوي على فعل هنساعد ضع كلمة "not" بعده والأفعال المساعدة في:

shall, should, will, would, can, could, may, might, mast, ought to, verb "to be" and verb "to have".

He will help me.

He will not help me.

They could do the exercise.

They could not do the exercise

I have written a letter.

I have not written a latter.

٢- إذا كانت الجملة تحتوي على نعل في المضارع البسيط إستعمل "do not" إذا لم يكن منتهياً بـ s و "does not" إذا لم يكن منتهياً بـ s واتبعها بالمصدر بدون to. أما إذا كان الفعل في الماضي البسيط فاستعمل "did not" واتبعها بالمصدر بدون to أيضاً.

They work hard.

They do not work hard.

She likes apples.

She does not like applet.

He bought a car.

He did not buy a car.

٣- إذا كانت الجملة تحتوي على "some" حولها إلى "any" وضع الفعل في صيغة النفي أو إلى "no" واترك الفعل كما هو في صيغة الإثبات.

I made some mistakes

I did not make any mistakes.

I made no mistakes.

He met somebody in the garden.

He did not meet anybody in the garden.

He met nobody in the garden..

I heard someone singing..

I did not hear anyone singing.

I heard no one singing.

She found the book somewhere.

She did not find the book anywhere.

She found the book nowhere.

ملحوظة:

إذا كانت "some" جزءاً من الفاعل حولها إلى "no" واترك الفعل في صيغة الإثبات.

Some pupils are lazy

No pupils are lazy.

٤- إذا كانت الجملة تحتوي على "always" أو "usually" أو "sometimes" أو "some day" حولها إلى "never" واترك الفعل كما هي في صيغة الإثبات.

She always wears nice clothes.

She never wears nice clothes.

He sometimes plays tennis.

He never plays tennis.

Some day you will know the truth.

You will never know the truth.

ملحوظة:

إذا جاءت "never" في بداية الجملة يوضع الفعل قبل الفاعل.

Never will you know the truth.

٥- إذا كانت الجملة تحتوي على "either...or" أو "both...and" حولهما إلى "neither nor" واترك الفعل كما هو في صيغة الإثبات.

Both Ali and Hassan , were clever .

Neither Ali nor Hassan was clever.

He is either a doctor or a teacher.

He is neither a doctor nor a teacher.

ملحوظة:

الفعل المستعمل مع "neither...nor" يتبع الفاعل القريب منه.

٦- إذا كانت الجملة تحتوي على "every" أو "each" أو "all" ضع كلمة "not" قبلها.

Every boy was beaten.
Not every boy was beaten.
All people are happy.
Not all people are happy.

ملحوظة:

إذا كانت "every" أو "each" أو "all" تكون جزءا من المفعول حولها "un" واترك الفعل في صيغة الإثبات.

He gave each pupil a prize.
He gave no pupil a prize.

٧- إذا كانت الجملة تحتوي على "also" أو "too" حولها الى "either" وضع فعل في صيغة النفي.

Ahmed has a car also.
Ahmed has not a car either.
He speaks French loc.
He does not speak French either.

٨- إذا كانت الجملة تحتوي على "so" حولها الى "neither" وضع الفعل في صيغة النفي.

He bought a shirt, and so did I.
He did not buy a shirt, and neither did I.

٩- إذا كانت الجملة تحتوي على "and" حولها إلى "or" وضع الفعل في صيغة النفي.

He got the book and studied the lesson.
He did not get the book or study the lesson.

ملحوظة:

إذا كانت "and" تربط جملتين بفاعلين مختلفين تبقى كما هي دون تحويل.

I went away and she stayed at home.

I did not go away and she did not stay at home.

١- إذا كانت الجملة تحتوي على "used to" ضع كلمة "not" بعد "used".

He used to come late.

He used not to come late.

EXERCISC

Change into Negative:

1. I shall go to Alexandria.
2. He can make tea.
3. They had won the match.
4. I know this.
5. She feeds her children.
6. He sold the gold ring.
7. I saw some birds on the tree.
8. Someone has made a noise.
9. He bought something at the shop.
10. I think somebody is there.
11. She found the lost child somewhere.

ASKING QUESTIONS

تحويل الجملة الى صيغة الاستفهام اتبع الخطوات الآتية:
١ - اذا كانت الجملة تحتوي على فعل مساعد ضعه قبل الفاعل:

They are playing.

Are they playing?

She can swim.

Can she swim?

The baby has drink the milk.

Has the baby drunk the milk?

٢ - اذا كانت الجملة تحتوي على فعل في الشارع البسيط ضع في بداية الجملة "do" أنه لم يكن منتهياً بـ s و "does" إذا كان منتهياً بـ s واتبعهما بالفاعل ثم المصدر بدون to. أما اذا كان الفعل في الماضي البسيط فضع في بداية الجملة "did" واتبعها بالفاعل ثم المصدر بدون to أيضاً.

They help us.

Do they help us?

He speaks English.

Does he speak English?

She ate the cake.

Did she eat the cake?

QUESTION WORDS

1. Who:

تستعمل للسؤال عن الإنسان في حالة الفاعل ويبقى الفعل مثبتاً.

The thief stole the watch.

Who stole the watch?

2. Whom:

تستعمل للسؤال عن الإنسان في حالة المفعول
ويحول الفعل إلى صيغة الاستفهام.

I met my friend at the club.
Whom did you meet at the club.

3. What:

تستعمل للسؤال عن الحيوان والجمان في حالتي الفاعل والمفعول ويبقى الفعل مثبتاً
في حالة الفاعل ويحول إلى صيغة الاستفهام في حالة المفعول.

The book is on the desk.
What is on the desk ?
He killed the cow.
What did he kill?

4. Whose:

تستعمل في حالة الملكية.
ويحول الفعل إلى صيغة الاستفهام.

This is my house.
Whose house is this?

5. Which:

تستعمل للتمييز أو التفضيل ويبقى الفعل مثبتاً.

The bus is faster than the tram.
Which is faster : the bus or the tram?

6. Where:

تستعمل للسؤال عن المكان ويحول الفعل إلى صيغة الاستفهام.

They live in Cairo.
Where do they live?

7. When:

تستعمل السؤال عن الزمن ويحول الفعل إلى صيغة الاستفهام.

We shall meet tomorrow.

When shall we meet?

8. Why:

تستعمل للسؤال عن السبب ويحول الفعل إلى صيغة الاستفهام.

He failed because he was lazy.

Why did he fail?

She goes to school to learn.

Why does she go to school?

9. How:

تستعمل للسؤال عن الكيفية ويحول الفعل إلى صيغة الاستفهام.

He travelled to Alexandria by train.

How did he travel to Alexandria?

She speaks clearly.

How does she speak?

- تضاف إلى How بعض الصفات لتكوين أدوات الاستفهام الآتية:

10. How many:

تستعمل للسؤال عن العدد ويحول الفعل إلى صيغة الاستفهام.

There are forty boys in the class.

How many boys are there in the class?

11. How much:

تستعمل للسؤال عن الثمن والكمية ويحول الفعل إلى صيغة الاستفهام.

The new dress cost her ten pounds.

How much did the new dress cost her?

12. How far:

تستعمل للسؤال عن المسافة - ويحول الفعل إلى صيغة الاستفهام.

The school is one mile from his house.

How far is the school from his house?

13. How long:

تستعمل للسؤال عن حلول المدة ويحول الفعل الى عينة الاستفهام .

They stayed there for two hours.

How long did they stay there?

كما تستعمل للسؤال عن طول الأشياء .

The island is twenty miles long.

How long is the Island.

14. How tall:

تستعمل للسؤال عن طول الأشخاص ويحول الفعل إلى صيغة الاستفهام.

He is six feet tall.

How tall is he?

15. How high:

تستعمل للسؤال عن الارتفاع ويحول الفعل الى صيغة الاستفهام.

The mountain is two thousand feet high.

How high is the mountain ?

16. How deep:

تستعمل للسؤال عن العمق ويحول الفعل الى صيغة الاستفهام:

The well is twenty feet deep.

How deep is the well?

17. How wide:

تستعمل للسؤال عن الاتساع ويحول الفعل الى صيغة الاستفهام.

The garden is fifty metres wide.

How wide is the garden ?

18. How heavy:

تستعمل للسؤال عن الوزن ويحول الفعل الى صيغة الاستفهام.

The stone weighs two tons.

How heavy is the stone ?

19. How old:

تستعمل للسؤال عن العمر ويحول الفعل الى صيغة الاستفهام.

She is twenty years old?

How old is she?

20. How fast:

تستعمل للسؤال عن السرعة ويحول الفعل الى صيغة الاستفهام.

The car can go at the speed of twenty miles per hour.

How fast can the car go?

OBJECTIVE TESTS

A) Choose the correct words from those between brackets:

1. (What, Why, Whom) do you need the money?.
2. (Who, What, When) will they arrive at the airport?
3. (Where, Whom, What) do you keep your car?
4. (Which, Whose, Who) English book is this?
5. (What, When, Which) time is it now?
6. (Who, Which) What girl is your sister ?
7. (What, Which, Whom) did you talk to?
8. (Who, What, Whom) broke the window?

9. (Where, Which, How) did they get there?
10. (Whose, What, Whom) colour is your hair?

B) Fill in each space with the most suitable adjective after

How in these questions:

1. How did you pay for your new suit?
2. How is your classroom?
3. How is Alexandria from Aswan?
4. How is Cairo Tower?
5. How do you go to the school library?
6. How is your English teacher?
7. How did he stay in England?
8. How is the river?
9. How cups of coffee did you drink?
10. How is the box?

PRONOUNS

الضمائر

الضمائر اربعة أنواع:

- ١- ضمائر شخصية تدل على شخصين مثل I, you, we.
- ٢- ضمائر إشارة تشير الى اسم مثل this, that.
- ٣- ضمائر استفهام تسأل عن شيء مثل who, what.
- ٤- ضمائر وصل تشير إلى اسم استخدم قبل ذلك مثل who, which.

1. PERSONA TRONOUNS

الضمائر الشخصية

الضمير إذا كان فاعلاً	الضمير إذا كان مفعولاً	الضمير في حالة الملكية	
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
They	them	Their	Theirs

I gave him my pen.

This pen is mine.

وهناك ضمائر شخصية مركبة تتكون من الضمير الشخصي في حالة الملكية أو في حالة المفعول مضافاً إليه self أو selves:

my self	ourselves
yourself	yourselves
himself, herself	themselves

وتستخدم هذه الضمائر المركبة أما للإشارة الى الفعل أو لتأكيد الضمير الذي يمتثلها.

He hurt himself.

I myself saw him to it.

Exercise

Fill in the spaces with suitable personal pronouns:

1. saw open bag.
2. Can..... do this fork?
3. is an old friend of
4. Are going to tell the story?
5. The dog runs till..... becomes tired.
6. This is book.
7. Air is necessary to
8. taught to do so.
9. She made the cake.
10. They cut the eora.

OBJECTIVE TEST

Choose the correct words in the following sentences:

1. She looked for her luggage but couldn't find (it, them, they).
2. He picked up the books and put (they, them, its) on the shelf.
3. The goats hurt (itself, herself, their selves) when they fell into the ditch.
4. His chances of success are far greater than (as, ours, our).

5. The house (itself, himself, herself) is very nice but the street is very noisy.
6. These books are their, theirs, then).
7. He told his cousin to (his, her, its) face that she was wrong.
8. I am a friend of (him, he his).
9. They gave us(theirs, this, there's)books.
10. I'll go and see for (himself, herself, myself) what has happened.

6- Clause Of Condition

The joining words are:

If- unless = if not.

Examples:

- 1- If water boils, it changes into vapour (fact).
- 2- If he comes, I shall see him. (probable).
- 3- If he came, I should see him. (improbable).
4. If he had come, I should have seen him (impossible)
- 5- Unless you stop talking, I shall send you out.

Exercises:

1- Complete the following using the verbs between the bracket:

- 1- If he succeeded, his father.....(to be glad).
- 2- If you play more, you.....(to play better).
- 3- If you had visited London, you.....(to see).
- 4- Unless the food is good, you(to feel).
5. If you had listened carefully, you (to understand).

II- Choose the right parts:

- 1- If a policeman had seen the accident, he (would take- would not take, would have taken) the driver's name.
- 2- Were he to make a mistake, he (would- would have- would be punished).
- 3- (were should- had) he tell the truth, he will be forgiven.
- 4- Unless the weather was fine, we (should not go - should have gone- should not have gone) for a walk.
- 5- If she takes the medicine, she (becomes- will be come- became) better.

Irregular Verbs

Present	Past	P.P	Meaning
awake	awoke	awoken	يستيقظ
arise	a rose	arisen	ينشأ
Be [am-is-are]	was - Were	been	يكون
bear	bore	born	تلد
beat	beat	beaten	يهزم - يضرب
become	became	become	يصبح
begin	began	begun	يبدأ
bend	bent	bent	يميل / ينحني
bite	bit	bitten	يلدغ - يعض
bleed	bled	bled	ينزف
blow	blew	blown	تهب
break	broke	broken	يكسر / يحطم
breed	bred	bred	يربي
bring	brought	brought	يحضر

build	built	built	يبني
burn	burnt	burnt	يحرق
burst	burst	burst	ينفجر
buy	bought	bought	يشترى
Cast	cast	cast	ينشر / يبيع
catch	caught	caught	يمسك - يلحق
choose	Chose	chosen	يختار
come	Came	come	يأتي
cost	cost	cost	يتكلف
creep	Crept	crept	يزحف
cut	Cut	cut	يقطع
Deal	Dealt	dealt	يتعامل
Dig	dug	dug	يحفر
do/does	did	done	يفعل
draw	drew	drawn	يرسم
dream	dreamt	dreamt	يحلم
drink	drank	drunk	يشرب

drive	drove	driven	يقود
Eat	ate	eaten	ياكل
Fall	fell	fallen	يسقط
Feed	fed	fed	يغذي - يُطعم
Feel	felt	felt	يشعر
fight	fought	fought	يحارب/ يقاتل
find	found	found	يجد
fly	flew	flown	يطير
forbid	forbade	forbidden	يحرم
forget	forgot	forgotten	ينسى
freeze	froze	frozen	يتجمد
get	got	got	يحصل على
give	gave	given	يعطي
go	went	gone	يذهب
grind	ground	ground	يطحن
grow	grew	grown	ينمو
hang	hung	hung	يعلق

have/has	had	had	يملك
hear	heard	heard	يسمع
hide	hid	hidden	يخفي
hit	hit	hit	يضرب
hold	held	held	يقيم / يمسك
hurt	hurt	hurt	يؤذي / يضر
keep	kept	kept	يحفظ
know	knew	known	يعرف
lay	laid	laid	تضع البيض
lead	led	led	يقود
learn	learnt	learnt	يتعلم
leave	left	left	يغادر / يترك
lend	lent	lent	يقرض / يسلف
let	let	let	يدع / يترك
Lie	lay	lain	يرقد / يستلقي / يضطجع / يقع
lie	lied	lied	يكذب

light	Lit	lit	ينير / يضيء
lose	lost	lost	يفقد / يخسر / يفضل
make	made	made	يصنع / يجعل
mean	meant	meant	يعني / يقصد
meet	met	met	يقابل
overtake	overtook	overtaken	يلحق / يباغت
pay	paid	paid	يدفع
put	put	put	يضع
read	read	read	يقرا
ride	rode	ridden	يركب
ring	rang	rung	يتصل تليفونيا - يرن
rise	rose	risen	ينهض - يرتفع
run	ran	run	يجري - يدبر
say	said	said	يقول
see	saw	seen	يرى
seek	sought	sought	يسعى إلى

sell	sold	sold	بيع
send	sent	sent	يرسل
set	set	set	يبدأ / يقيم / يضع / يحدد
sew	sewed	sewn	يخيط
shake	shook	shaken	يهز
shine	shone	shone	تشرق
shoot	shot	shot	يطلق الرصاص / يصوب
show	showed	shown	يعرض / يوضح / يبين
shut	shut	shut	يغلق
sing	sang	sung	يغني
sink	sank	sunk	يغوص
sit	sat	sat	يجلس
sleep	slept	slept	ينام
slide	slid	slid	ينزلق
smell	smelt	smelt	يشم

speak	spoke	spoken	يتكلم
spend	spent	spent	يقضي / ينفق
spill	spilt	spilt	يسكب
split	split	split	يقسم / يشطر
spin	spun	spun	يفزل
spoil	spoilt	spoilt	يفسد
spread	spread	spread	ينتشر
stand	stood	stood	يقف
steal	stole	stolen	يسرق
stick	stuck	stuck	يلصق
sting	stung	stung	يلدغ
strike	struck	struck	يقوم بإضراب / يضرب
Swear	Swore	Sworn	يقسم - يحلف
sweep	swept	swept	يمسح / يكنس
swim	swam	Swum	يسبح
swing	swung	swung	يتأرجح

take	look	taken	ياخذ
teach	taught	taught	يُعلم / يُدرس
tear	tore	torn	يخبر
tell	told	told	يفكر / يعتقد
think	thought	thought	يلقي - يرمي
throw	threw	thrown	يدوس
tread	trod	trodden	يوقظ
understand	understood	understood	يفهم
wake	woke	woken	يوقظ
Wear	wore	worn	يلبس / يرتدي
weave	wove	Woven	ينسج
Weep	wept	wept	يبكي
wet	wet	wet	يبلل
win	won	won	يفوز
wind	wound	wound	تهب (الرياح) / يلف
write	wrote	written	يكتب